SPECIAL EDUCATION, M.A.

The graduate program in Special Education leading to the Master of Arts Degree provides highly specialized academic and professional training for persons working in special education and related areas. Enrollees in these programs gain specific knowledge and techniques related to the education and welfare of a segment of the population that experiences disabilities due to clinical/medical conditions. This program requires a minimum of thirty-nine (39) credit hours for completion. Its design is to enhance knowledge, skills and performance in accordance with current “best practices” in the treatment of the total individual with disabilities.

The Special Education program offers three course sequences:

1. Teacher Licensure
   a. General K-12
   b. Severe Disabilities - Adapted curriculum for students with severe disabilities to increase access to the general curriculum
2. Rehabilitation Counseling
3. Severe Disabilities/Non-Teaching - primarily for those who do not need teacher licensure but seek an advanced degree in special education.

Completion of the teacher licensure results in credentialing to teach individuals with mild to severe disabilities in grades K-12. The rehabilitation counseling sequence prepares persons to work as rehabilitation counselors. The Severe Disabilities/Non-Teaching sequence is open to professionals from any discipline who wish to increase their competence in serving individuals with disabilities in community agencies or organizations. The program equips individuals with skills necessary to serve in leadership roles in identification, assessment, curriculum development/modifications, instructional strategies, rehabilitation, case management, and policy making on local, state and national levels for disabled persons. After completing this program, graduates will assume specific positions such as instructional leaders, programmers, diagnosticians, data collectors/evaluators, hospital teachers, special/collaborative classroom teachers, case managers/service coordinators, and rehabilitation counselors.

Virginia Consortium Program for Teacher Preparation in Visual Impairment (VI Consortium)

NSU participates in the VI Consortium which provides an additional endorsement for licensed teachers to work with the visually impaired. More information can be found at the following link: https://education.gmu.edu/special-education/vi-consortium/

CONCENTRATIONS

General Curriculum K-12 (licensure)

Prepares candidates for licensure to provide educational services to individuals with special needs who are served in general education environments from kindergarten through 12th grade.

Summary of Graduation Requirements

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Requirements</td>
<td>24</td>
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<tr>
<td>Electives</td>
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<tr>
<td>Other Requirements</td>
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<tr>
<td>Total Credit Hours</td>
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Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 605</td>
<td>Human Growth and Development</td>
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<tr>
<td>EDU 501</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EED 500G</td>
<td>Language and Developmental Reading in **</td>
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Semester Two

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>SPE 512</td>
<td>Foundations of Special Education: Legal and Ethical Aspects of Educating Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>SPE 542</td>
<td>Reading and Literacy Instruction for Exceptional Learners **</td>
<td>3</td>
</tr>
<tr>
<td>SPE 516</td>
<td>Managing Human Behaviors **</td>
<td>3</td>
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Semester Three

<table>
<thead>
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<tbody>
<tr>
<td>SPE 523</td>
<td>Attributes and Medical Conditions Associated With Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 532</td>
<td>Curriculum &amp; Instructional Procedures for Teaching Students With Mild Disabilities **</td>
<td>3</td>
</tr>
<tr>
<td>SPE 534</td>
<td>Individualized Education Program Implementation: Alternative Strategies for Teaching Students With Mild Disabilities</td>
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Semester Four

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>SPE 545</td>
<td>Collaboration, Inclusion, Transition and Other Curriculum Adjustments **</td>
<td>3</td>
</tr>
<tr>
<td>SPE 613</td>
<td>Assessment and Evaluation in Ecc **</td>
<td>3</td>
</tr>
<tr>
<td>UED 692</td>
<td>Research Methods</td>
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Semester Five

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<tbody>
<tr>
<td>SPE 699</td>
<td>Internship in Teaching Students With Mild Disabilities</td>
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</tbody>
</table>

Total Credits 39

** Course consists of a 20-hour observation participation field experience in a school.

Students must pass the Reading for Virginia Educators (RVE) Assessment and VCLA to apply for student teaching.

Severe Disabilities Adapted Curriculum K-12 (Licensure)

Prepares candidates for licensure to provide educational services to individuals with severe disabilities and autism from kindergarten through 12th grade. Courses in this concentration are offered through distance learning by the Virginia Consortium for Teacher Preparation in Severe Disabilities and Autism which may provide tuition assistance to qualified applicants.

Summary of Graduation Requirements

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Requirements</td>
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<tr>
<td>Other Requirements</td>
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<tr>
<td>Total Credit Hours</td>
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Curriculum

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>UED 637</td>
<td>Curriculum Development and Technology</td>
<td>3</td>
</tr>
<tr>
<td>UED 691</td>
<td>Research/Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Consortium Courses
SPE 516A  Managing Human Behavior-Adapted (Adapted)  3
SPE 542A  Reading and Literacy Instruction for Exceptional Learners (Adapted)  3
SPE 523A  Attributes and Medical Conditions Associated With Disabilities-Adapted (Adapted)  3
SPE 613A  Assessment and Evaluation-Adapted (Adapted)  3
SPE 641A  Physical and Occupational Therapy Procedures-Adapted (Adapted)  3
SPE 538A  Nature of and Strategies for Teaching Individuals With Severe Disabilities (Adapted)  3
SPE 640A  Collaboration Procedures-Adapted (Adapted)  3
SPE 545A  Transition Procedures-Adapted (Adapted)  3
SPE 643A  Communication Development for Individuals With Severe Disabilities (Adapted)  3

Internship
SPE 699A  Internship: Special Education (Adapted)  6

Total Credits  39

Rehabilitation Counseling
Prepares individuals to provide professional rehabilitation counseling and services to individuals with disabilities in social, vocational, and community settings.

Summary of Graduation Requirements
Subject Area  Credits
Major Requirements  30
Internship  6
Total Credit Hours  36

Curriculum
Code  Title  Credits
Core Courses
SPE 512  Foundations of Special Education: Legal and Ethical Aspects of Educating Exceptional Learners  3
SPE 516  Managing Human Behaviors  **  3
SPE 523  Attributes and Medical Conditions Associated With Disabilities  3
SPE 641  Physical and Occupational Therapy  **  3
Specialty Courses
SPE 512  Foundations of Special Education: Legal and Ethical Aspects of Educating Exceptional Learners  3
SPE 613  Assessment and Evaluation in Ecc  **  3
UED 691  Research/Writing  3
SPE 516  Managing Human Behaviors  3
SPE 523  Attributes and Medical Conditions Associated With Disabilities  3
SPE 641  Physical and Occupational Therapy  3
SPE 538  Nature of and Strategies for Teaching Individuals With Severe Disabilities  3
SPE 643  Communication Development for Early Childhood Special Education  3
UED 637  Curriculum Development and Technology  3
Elective Courses  9
Total Credits  37

Severe Disabilities/Non-Teaching
Provides increased competence for special education professionals through advanced training in education and service delivery for individuals with disabilities.

Summary of Graduation Requirements
Subject Area  Credits
Major Requirements  30
Electives  9
Total Credit Hours  39

Curriculum
Code  Title  Credits
Major Requirements
SPE 501A  Education of the Handcap  1
SPE 512  Foundations of Special Education: Legal and Ethical Aspects of Educating Exceptional Learners  3
SPE 613  Assessment and Evaluation in Ecc  3
UED 691  Research/Writing  3
SPE 516  Managing Human Behaviors  3
SPE 523  Attributes and Medical Conditions Associated With Disabilities  3
SPE 641  Physical and Occupational Therapy  3
SPE 538  Nature of and Strategies for Teaching Individuals With Severe Disabilities  3
SPE 643  Communication Development for Early Childhood Special Education  3
UED 637  Curriculum Development and Technology  3
Elective Courses  9
Total Credits  37

Post Baccalaureate Endorsement Program: Visual Impairments PreK-12
Virginia Consortium for Teacher Preparation in Visual Impairment
This endorsement offers coursework for PreK-12 teacher licensure as a Teacher of the Visually Impaired (TVI). Students who have completed graduate or undergraduate coursework in a special education program at the university level may request that some courses in the endorsement program be waived based on prior equivalent coursework. Courses in this endorsement are offered through distance learning by the Virginia Consortium for Teacher Preparation in Visual Impairment which may provide tuition assistance to qualified applicants.

Curriculum
Code  Title  Credits
Prerequisite Course
SPE 321/512  Characteristics, Medical & Legal Aspects in Special Education,Foundations, Characteristics, Medical & Legal Aspects in Special Education  3
SPE 523V  Characteristics of Students With Visual Impairments (pre/co-require course) (pre/co-requisite course)  2
SPE 526V  Orentation and Mobility  2
SPE 524V  Braille Code  3

** Course requires a 20-hour observation-participate field experience.
SPE 525V  Medical and Educational Implications of Visual Impairments  3
SPE 532V  Curriculum and Assessment for Students With Visual Impairments  3
SPE 533V  Assistive Technology for Individuals With Sensory Impairments  3
SPE 613V  Teaching Methods for Students With Visual Impairment  3
SPE 616V  Braille Reading and Writing  3
SPE 545  Collaboration, Inclusion, Transition and Other Curriculum Adjustments  3

Internship

Professional Studies Requirements: Undergraduate or Graduate Courses

SPE 699  Internship in Teaching Students With Mild Disabilities  3
EDU 486/605  Human Growth and Development  3
EDU 201/501  Foundations of Education  3
SPE 344/542  Teaching Reading to Exceptional Learners  3
SPE 312/516  Educational Psychology & Behavior Management  3
SPE 332/532  Curriculum & Instructional Procedures in Teaching Students With Mild Disabilities  3

ADMISSIONS

Admission criteria to the Master of Arts Degree Program in Pre-Elementary Education are in accordance with the Graduate Council of Norfolk State University and the Admissions Committee of the School of Education. The criteria for admission are as follows:

Regular Status

1. A baccalaureate degree from an accredited college or university. A foreign student should possess equivalent credentials as documented on an evaluated transcript.
2. A minimum overall undergraduate grade point average (GPA) of 2.75 or higher on a four (4) point scale.

A complete application file will include the following:

1. Application to Norfolk State University
2. Non-refundable application fee.
3. Official transcripts from all institutions of higher education attended.
4. A personal statement regarding professional goals.
5. Current resume
6. Three (3) recent letters of recommendation (e.g. supervisor, former professor, and advisor) dated within the last year.

For Licensure Programs Only:

1. Bachelor’s degree (Liberal Arts) from a nationally accredited institution of higher learning. Students with a non-Liberal Arts degree may be required to take additional coursework.
2. Passing scores on the VCLA exam
   a. Potential candidates may be accepted “provisionally” pending proof of passing scores on the VCLA exam.
   b. Candidates who are accepted provisionally are not eligible for financial aid and can only take nine (9) graduate credit hours.
   c. Provisional candidates may submit a request for full admission upon completion of graduate coursework (not to exceed nine credit hours) with a grade of B or higher in each course and passing scores on the VCLA exam.

For the Severe Disabilities Adapted Curriculum K-12 Licensure Only:

Pre-requisite required courses include SPE 512 Foundations of Special Education: Legal and Ethical Aspects of Educating Exceptional Learners and EDU 605 Human Growth and Development. Courses or equivalent may be taken at the undergraduate level or taken concurrently upon admission. If taken concurrently, these courses do not count towards degree requirements.

All application materials should be received by May 1 for priority consideration in the fall, and by November 1 for priority consideration in the spring. Candidates for admission may be requested to come to the school for a personal interview. Also, an applicant may request an interview.

Non-Degree Status

A person with a baccalaureate degree, seeking to take particular courses but not working toward a graduate degree may be granted such permission. These courses may be taken for credit or on a non-credit basis.

A person seeking admission to the degree program but who does not meet all requirements for regular admission may be admitted in a non-degree status. Non-degree students may be allowed to take up to nine (9) credit hours of course work and must earn a grade point average of 3.0 or better after which the student may petition the Committee to have his/her status changed to regular admission.

Transfer Credits

Generally, a maximum of six (6) credit hours of credit of graduate work earned at another accredited institution may be accepted as transfer credit, provided the conditions of the Graduate Council are met. However, decisions regarding the transfer credit will be made by the Graduate Program Coordinator with the approval of the department head, the Graduate School.